

Visions Training Series

State of Hawai'i Developmental Disabilities Division

Staying Healthy and Safe

COURSE WORKBOOK

STAYING

HEALTHY

& SAFE



Table of Contents

Course Overview & Objectives	4
<hr/> Module 1: What is Good Health?	9
Lesson 1: Health Indicators	9
Lesson 2: Vitals	13
Topic 1: Temperature	13
Topic 2: Pulse	15
Topic 3: Respiration	17
Topic 4: Blood Pressure	20
Lesson 3: Baselines	23
<hr/> Module 2: Supporting Good Health	24
Lesson 4: Monitoring for Good Health	24
Topic 1: Routine Medical Care	24
Topic 2: Observe for Changes	25
Topic 3: Emergencies	26
Lesson 5: Supporting Good Personal Hygiene	28
Topic 1: Important To – Important For	28
Topic 2: Preventing and Controlling Infections	30

Lesson 6: Personal Care and Safety	35
Topic 1: Providing Personal Care	35
Topic 2: Positioning	36
Topic 3: Safe Lifting and Transferring	41
Topic 4: Safe Transporting Using a Wheelchair	43
Topic 5: Specialized Equipment	46
<u>Module 3: Fatal Five (Preventable Causes of Death)</u>	<u>48</u>
Lesson 7: Fatal Five	48
Topic 1: Aspiration	49
Topic 2: Dehydration	53
Topic 3: Seizures	56
Topic 4: Bowel Obstruction	58
Topic 5: GERD	60
<u>Module 4: Documentation and Record Keeping</u>	<u>62</u>
Lesson 8: Required Documentation	62
Lesson 9: Nurse delegation: What is it?	67
Module 5: Summary	69

Course Overview

In this course, you will learn how to support a participant to stay both healthy and safe. The Visions courses so far emphasized choice and surrounding an individual with what is important to them. The Staying Healthy and Safe course focuses on ensuring that what is important for the participant is addressed.

In order to stay healthy and safe, we must first understand what good health looks like and how to stay healthy. This also includes avoiding preventable deaths by recognizing the causes and risk factors. You will also learn what to do when faced with an emergency.

The overarching goals for this course are as follows:

1. Supporting a participant to stay healthy and safe by:
 - a. **Recognizing factors** that could potentially cause illness or injury, and
 - b. **Preventing** illness and injury.
2. Avoiding preventable deaths by:
 - a. Knowing the **causes**,
 - b. Knowing the **risk factors**, and
 - c. Knowing what to do in an **emergency**.

Due to the length of this course, the lessons are split up into four modules: (1) What is Good Health, (2) Supporting Good Health, (3) Fatal Five, and (4) Documentation and Record Keeping.

Course Objectives:

Module 1: What is Good Health?

At the end of the module, you will:

Lesson 1: Health Indicators

- Identify and describe the health indicators that are used to monitor health status.
- Identify if a participant is experiencing changes in a health indicator.

Lesson 2: Vitals

- Describe the vital signs: body temperature, pulse, respiration, and blood pressure.
- Identify the factors that can impact the four vital signs.
- Identify the normal ranges of each vital sign.
- Describe pulse.
- Identify the factors that can impact a person's pulse rate.
- Identify the normal ranges of pulse rate.

Lesson 3: Baselines

- Identify a participant's baseline using daily observations and documentation.
- Recognize changes to a participant's health status based on their baseline.

Module 2: Supporting Good Health

At the end of the module, you will:

Lesson 4: Monitoring for Good Health

- Describe the requirements of the Physician's Evaluation Form.
- Understand your responsibilities regarding documentation for examinations, evaluations, progress notes, and other applicable health care documents.
- Define "baseline."
- Identify the actions required when there are significant changes in a participant's baseline.
- Recognize the signs of a heart attack and stroke and when to call 911.

Lesson 5: Supporting Good Personal Hygiene

- Identify the difference between a routine and a ritual.
- Identify the difference between Important To and Important For.
- Define the three types of infection (viral, bacterial, and fungal).
- Describe reinfection, cross infection, universal precautions, disinfection, and sterilization.
- Describe the links involved in breaking the chain of infection.
- Describe recommendations for preventing infection.
- Describe the steps of proper hand washing.

Lesson 6: Personal Care and Safety

- Identify the strengths and abilities that should be considered when providing personal care.
- Describe the guidelines and tips for safe lifting and transferring.
- Describe and give details for the three common transfer techniques.
- Describe the five troublesome areas for wheelchairs and the recommendations for safe transport of the participant for each: (1) up curbs, (2) down curbs, (3) stairs and steps, (4) slopes, ramps and hills and (5) uneven ground.
- Identify the recommendations for specialized equipment.

Module 3: Fatal Five (Preventable Causes of Death)

At the end of the module, you will:

Lesson 7: Fatal Five

- Identify what aspiration is and the possible signs of aspiration.
- Identify what dysphagia is and the possible signs of dysphagia.
- Identify the risk factors of aspiration and dysphagia.
- Identify “what to do” and when to call 911 if a person is actively aspirating.
- Use the Aspiration Screening Tool.
- Identify what dehydration is.
- Identify the symptoms of dehydration.
- Identify “what to do” if a participant is dehydrated.
- Identify the risk factors of dehydration and how to prevent dehydration.
- Identify what a bowel obstruction is.
- Identify the symptoms and risk factors of bowel obstruction.
- Identify “what to do” if a participant has a bowel obstruction and when to call 911.
- Identify what a bowel obstruction is.
- Identify the symptoms and risk factors of bowel obstruction.
- Identify “what to do” if a participant has a bowel obstruction and when to call 911.
- Identify the condition of gastroesophageal reflux disease (GERD).
- Identify the signs and symptoms of GERD.
- Identify the risk factors and prevention recommendations of GERD.
- Identify “what to do” if a participant has signs and symptoms of GERD.

Module 4: Documentation and Record Keeping

At the end of the module, you will:

Lesson 8: Required Documentation

- Identify the information that caregivers are responsible for updating and maintaining.
- Identify what should be included in a DAP (Data, Assessment, Plan/Note).

Lesson 9: Nurse delegation: What is it?

- Identify the components of a nurse delegation plan.

Module 1: What is Good Health?

Lesson 1: Health Indicators

The purpose of doing observations of _____ is to monitor if a person is in good health and to detect any _____ of _____.

Health indicators are a guide to determine changes in a participant's health status. Consult with a healthcare provider to identify if there are specific observations to be aware of that are relevant to the participant's situation.

If a participant experiences changes in any of the following, use the additional questions to gather more information.

Eight Health Indicators

#1 Mental state and behavior

A person's _____ includes a person's level of alertness, orientation, and state of confusion. _____ includes how a person conducts themselves and relates to others.

Here are the things to look for with mental state and behavior:

1. Is the person _____ to people and to the environment?
2. Is there a change in the person's state of _____?
3. Is the person aware of _____ they are, _____ they are, and _____ is happening?
4. Is the person _____?
5. Does the person appear restless, _____, depressed, afraid, or nervous?

#2 Skin

_____ is the tissue that covers a person's body. The three areas to look for with the skin include the _____, _____, and _____:

1. Condition: Look at the integrity of the skin and ask the following questions:
 - Is the skin _____?
 - Are there _____ of the skin?
 - Are there _____?
 - Are there areas of _____?
 - Is the skin _____?
2. Color: What is the tone and complexion of the skin? Is there a difference in the person's skin color using the following examples?
 - _____: Very little color; may be white.
 - _____: Bluish or grayish because not enough oxygen is reaching the skin and tissues.
 - _____: Yellow, usually because the liver is not working well.
 - _____: Red or pink, often when body temperature is high.
3. _____: Does the skin feel hot to touch? Is there a fever? Is the skin cool to the touch?

#3 Eyes

_____ : Organs that enable a person to see. Do the eyes have the following characteristics?

1. _____: Are the pupils _____ or constricted? Are there any _____ or sores noted?
2. _____: Are the eyes shiny and do they look alert?
3. _____: Are the whites of the eyes yellow (i.e., jaundiced) or bloodshot?

#4 Sleep

_____ : The mind and body at rest.

1. Did the person sleep well all night, or did they wake up throughout the night?
2. Did the person awake _____ or _____?
3. Did the person have difficulty falling asleep or _____ asleep?

#5 Meal pattern

_____ : The foods eaten at regular times.

1. Is there a difference in the person's eating patterns?
2. Did the person eat well (i.e., the usual amount), fair, poorly or refuse to eat?
3. What was eaten? Were certain foods avoided?

#6 Bowel Movements

_____ : The discharge of feces. Is there a difference in the following characteristics?

1. _____ : Large, moderate or small.
2. _____ : Is the texture of the stool hard like marbles, loose and watery, soft or thin like a pencil? Does it have undigested food in it?
3. _____ : Can you describe it as clay, brown, grayish or tarry?

#7 Urine

_____ : The watery discharge from the bladder. Is there a difference in the following characteristics?

1. _____ : Is there a lot at a time or only a small amount? How often is this person going within a 24 hour period?
2. _____ : Light or dark, yellow, pink or bloody. If the urine is cloudy instead of clear, there may be a bladder or kidney infection.
3. _____ : Is the smell very offensive or foul?

#8 Pain

_____ : Discomfort and might even include suffering if extreme. Is there evidence of pain? If so, try to find answers to the following questions:

1. How does a participant _____ their pain on a scale from 0-10 (0 being "No Pain" and 10 being "Worst Pain")?
2. _____ is the pain? Does it _____ from one part of the body to another?
3. _____ does it hurt? How long has it been hurting? Does it hurt all the time or does it come and go? Does it start suddenly? Does it hurt more when moving? What makes the pain go away? Does rest help?
4. What kind? Is the pain severe, slight, sharp, dull, throbbing, burning, or radiating?
5. Are there _____-_____ actions? Examples include guarding part of the body, squirming, change in behavior, etc.

Lesson 2: Vitals

Topic 1: Temperature



Normal body _____ is the typical temperature range found in humans.

A person's body temperature varies based on:

- 1.
- 2.
- 3.
- 4.

Temperature Ranges Based on Measurement

The temperature may vary depending on how the measurement is taken.

Oral: _____ °F - _____ °F

Average: _____ °F

Rectal: ___ °F + _____

Axillary: ___ °F - _____

The temperature may vary based on the time of day the measurement is taken.

- A person's temperature is _____ in the evening between 4 PM – 6 PM.
- A person's temperature is _____ in the morning between 2 AM – 6 AM.



Other Factors that Impact Temperature

Factors that Decrease Temperature	Factors that Increase Temperature
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
	8.
	9.

Topic 2: Pulse



_____, or heart rate, is the number of heartbeats per minute.

A person's pulse represents the beating of the heart. Pulse rate, which is often called "heart rate," is the number of times the heart beats each minute (BPM). Your pulse rate changes from minute to minute.

Normal Pulse Ranges

Normal ranges of pulse in beats per minute (BPM):

Infants: _____ - _____

Children: _____ - _____

Adolescents: _____ - _____

Adults: _____ - _____

Regularly Check Pulse

Pulse should be regularly checked to see how well the heart is working.

When checking the pulse, note the:

- _____: Number of beats per minute.
- _____: Time in between beats.
- _____: Force of the pulse.

Factors that Lower or Raise Pulse

Factors that Decrease Pulse	Factors that Increase Pulse
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
	8.

Topic 3: Respiration



_____, or breathing, is the process of moving air in and out of the lungs.

Respirations, like pulse, go up and down quickly as the body's condition changes. When more _____ is needed, respirations get faster and deeper. The normal adult respiration rate is _____ - _____ respirations per minute, where one respiration is breathing in and breathing out once.

Normal Respiration Ranges

Infants: _____ - _____

Children: _____ - _____

Adults: _____ - _____

Regularly Check Respiration

Note the following when checking respiration.

- _____: Respirations per minute
- _____: Bluish or grey skin coloration due to lack of oxygen
- _____ it takes to breathe
- _____ that breathing causes
- Position of the participant's body while breathing
- Sounds that accompany breathing

Factors that Lower or Raise Respiration

Factors that Decrease Respiration	Factors that Increase Respiration
1.	1.
2.	2.
3.	3.
	4.
	5.
	6.

Counting Respirations

Since respirations can be _____, be aware that the participant might alter respirations _____ or _____.

It is best to not inform the participant that you are checking their respiration rate. You can count respirations after taking the participant's pulse.

Steps to count respirations:

- Look at the person's _____ rise and fall.
- A rise and fall of the chest is counted as one breath.
- Count the number of respirations for _____ seconds, and then multiply the count by two to get the number of respirations per minute.
- To check the result, count the respirations for another 30 seconds. If the respirations are irregular, count the respirations for a full minute.
- After counting the respirations, listen to them for a few moments and watch the person's face.
- Note if the breathing is noisy or labored.

Topic 4: Blood Pressure



_____ is the force of blood against the walls of blood vessels (arteries).

Blood pressure (BP) is recorded as two numbers:

1. Upper number: _____ pressure (as the heart _____)
2. Lower number: _____ pressure (as the heart _____ between contractions)

Category	Systolic mm Hg		Diastolic mm Hg
Normal	Less than _____	and	Less than _____
Elevated	_____ - _____	and	Less than _____
High BP (Stage One)	_____ - _____	or	_____ - _____
High BP (Stage Two)	_____ or higher	or	_____ or higher

A hypertensive crisis is when systolic is higher than 180 and or the diastolic is higher than 120. A doctor should be consulted immediately.



Factors that Decrease or Increase Blood Pressure

Factors that Decrease Blood Pressure	Factors that Increase Blood Pressure
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
	7.

Blood Pressure: High and Low

High Blood Pressure

High blood pressure is referred to as hypertension. When blood pressure is very high (above 140/90), the heart has to work hard and this increases the chance that a blood vessel will be damaged.

High blood pressure can damage the:

- heart - Leading to Stroke
- kidneys - Leading to kidney failure
- coronary arteries - Leading to heart attack
- retina - Leading to blindness

Low Blood Pressure

When blood pressure is very low, the brain and other body tissues may not get enough blood and oxygen. If a participant experiences nausea, lightheadedness, or dizziness, consult with a healthcare provider.

Lesson 3: Baselines

Identify the Participant's Baseline

It is important to become familiar with the baseline _____ for a participant.

The _____ refers to the daily observations that are typical and usual for a person.

Remember that every participant is _____. Even if two participants may have the same diagnosis, do not assume that their baselines will be the same. Take the time to become familiar with the participant in order to get an accurate baseline.

When you are familiar with the participant's baseline, you will be able to notice when changes to the participant's health status occur.

Module 2: Supporting Good Health

Lesson 4: Monitoring for Good Health

Topic 1: Routine Medical Care

Regular Physical Exams

All persons should have regular physical _____ and health _____ performed by a healthcare provider to monitor their health status. Physical examinations include an evaluation of all _____ systems; _____ signs; height, weight, and other conditions as indicated. Additional health screening may also be ordered on a routine basis, depending on the person's age, medical history and health.

The records you are asked to keep on health issues include: menstrual cycles, immunizations, and medications, and some information about certain conditions like seizures. These records help keep healthcare providers up-to-date on a participant's health status. You may be asked to provide this information and other written records to the healthcare provider as additional supplementation to the participant's electronic _____.

Annual Physical Exam Requirement

Physician's Evaluation Form – Annually for Adult Foster Homes

The _____ (PE) Form shall be completed by the participant's licensed healthcare provider during the annual physical examination visit. The form includes the participant's health status, communication, and behavior, and additional information related to the person's health.

The caregiver will keep the _____ PE form in the participant's chart and give a copy to the participant's case manager.

Record of Medical/Dental Visits – for Adult Foster Homes

The Record of _____ / _____ Visits form tracks the participant's medical and dental visits. The Record of Medical/Dental Visits should be updated to reflect all of the medical and dental appointments and recommendations made at the visit.

Topic 2: Observe for Changes

Changes to your _____ daily observations could be a sign that there is a change in a participant's health. If you detect any _____ changes in the participant's health status, it is important to _____ and _____ with a healthcare provider.

Example #1

A participant's baseline is to communicate with speech. More specifically, this participant speaks fast but with clear words. If one day you notice that the participant is speaking slower and the speech is slurred, this is an important observation to be aware of.

Example #2

A participant's baseline is to use gestures for communication. The participant typically uses full range of motion in both hands to make gestures. If one day you notice that the participant has decreased strength and decreased range of motion in one of the hands, this is an important observation to be aware of.

Be Aware

Be especially aware of changes that are _____ and occur _____. Sudden and severe changes are important and _____ signs that mean the person may need immediate medical attention.

Topic 3: Emergencies

When to Call 911

These observations may be signs that a person is having a heart attack, cardiac arrest, or stroke, and requires immediate medical attention.

If you observe any of the following signs, call 911:

- If there is _____ of breath or the person _____ breathing
- If the participant turns _____ (cyanotic)
- If the participant is not _____
- If the person's _____ suddenly is blurred or the person suddenly cannot see
- If there is _____ pain more than a couple minutes, even if it goes away and comes back
- If there is sudden _____ or _____, especially if it is on one side of the body
- If the participant stops breathing or is having a really difficult time breathing
- If the person suddenly has difficulty walking, loss of balance, or coordination

Common Heart Attack Warning Signs:

1. _____
2. _____
3. _____
4. _____
5. _____

Spot a Stroke:

F

A

S

T

Notify appropriate personnel and take action as needed as soon as possible or in a timely manner when needed. Make sure all necessary paperwork and _____ is completed when there is a change in the individual's status.

Lesson 5: Supporting Good Personal Hygiene

Topic 1: Important To – Important For



A _____ is a set of actions done consistently in a specific order.

Everyone has a routine, whether or not we are aware of it. Think about when you first wake up in the morning and the steps you normally take to get ready. Those steps make up your morning routine.



A _____ is a set of actions in a preferred sequence. The order of the steps holds meaning to the person.

“_____” is about what really matters to the person, from their perspective. These things that are “important to” the person makes the person who they are. These are the things that make the person _____ and _____.

Examples of what might be important to the person can include:

-
-
-
-
-
-
-

Things that are “_____” a person includes the help or support needed to stay safe, healthy, and well. These are the things that make the person _____ and _____.



Important To	Important For

When supporting a participant, find out what the participant's positive _____ and _____ are. Knowing the preferred rituals for the person can have a positive impact on the participant because it will make the participant feel more _____.

Keep in mind that creating positive rituals are not only applicable to morning routines but also applies to how they like to get ready for bed, their afternoon rituals, how they prefer to eat, bathing, etc.

Topic 2: Preventing and Controlling Infections

Key Terms

An important role you have as the care provider is to control the _____ and _____ of infections.

The following are key terms related to controlling infections.



_____ : Bacteria, viruses, fungi, or other very tiny germs. Some microorganisms are harmless and some cause disease.



_____ : Caused by a microorganism and may be in all or part of the body.

- _____ : Caused by a microorganism that cannot be treated with antibiotics, including chicken pox, cold, flu, hepatitis, herpes and gastroenteritis.
- _____ : Caused by bacteria, including tuberculosis, strep throat and impetigo.
- _____ : Caused by fungi, including ringworm and thrush.



_____ : When a person gets the same infection again.



_____ : When a person passes an infection from one person to another.



_____ : Prevents the spread of germs from the body and body fluids, including the use of gloves, a mask, goggles and a gown if needed.



_____ : Includes the removal of germs that cause disease but leaving the germs that do not.



_____ : Removes all the microorganisms that cause disease or infection as well as those that do not.

Breaking the Chain of Infection

To prevent the spread of germs from one person to another, a recommendation is to _____ the _____ of _____. The six points or “links” where the chain can be broken and a germ can be stopped include:

- _____ : The pathogen (germ) that causes diseases
- _____ : Places in the environment where the pathogen lives
- _____ of _____ : The way the infectious agent leaves the reservoir
- _____ of _____ : The way the infectious agent can be passed on
- _____ of _____ : The way the infectious agent can enter a new host
- _____ : Any person



Preventing Infections

Recommendations to prevent infections from occurring and spreading:

- Wash your _____ well and often
- Keep clean items _____ from dirty items
- Clean any _____ between procedures
- Clean from the _____ area to the dirtiest
- Maintain a clean environment
- Dispose of _____ properly (for example, you should use two bags if disposing bandages)
- Disposing _____ napkins and any other soiled material. Wrap and promptly discard soiled material in plastic bags and place in containers outside of the house.
- Sneeze and cough into disposable _____
- Keep all _____ current
- Stay healthy by eating _____ foods
- Get an adequate amount of _____ and relaxation
- Regularly _____, wash hair, and brush teeth
- Wash all dishes and glasses thoroughly and when possible, use a _____
- Do not share _____ care items such as toothbrushes and towels
- Wash fresh fruits and vegetables thoroughly
- Wash cutting boards and knives well after each use
- Do not cut _____ and vegetables on the same cutting board
- Use _____ cutting boards only for cutting fruit and vegetable

Keeping Surfaces Clean

The cleanliness of surfaces such as doorknobs and countertops should be maintained with the following methods:

1. _____ the area with bleach or disinfectant. Mix one cup of bleach with one gallon of water. This mixture should be prepared each time it is used. It is effective for 24 hours. The process is most effective if the disinfectant can be left on the wiped area for 30 minutes before rinsing.
2. _____ infected clothing and other items for 15 minutes.
3. Wear _____.
4. _____ sanitary napkins and any other soiled material. Wrap and promptly discard soiled material in plastic bags and place them in containers outside of the home.
5. _____ should be washed in hot water and detergent.

Washing Your Hands

_____ are the single most effective aid to preventing infection.

How to wash your hands

- Wet your hands with _____, running water (warm or cold), turn off the tap, and apply _____.
- Lather your hands by rubbing them together with the soap. Lather the _____ of your hands, _____ your fingers, and under your _____.
- Scrub your hands for at least _____ seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- _____ your hands well under clean, running water.
- _____ your hands using a clean towel or air dry them.

You should wash your hands **before**:

- Performing _____ signs
- Preparing and eating _____
- Providing any _____ _____ to the participant

You should wash your hands **after**:

- Using the _____
- Changing tampons, pads, or incontinence briefs (ICPs)
- Coughing, sneezing, or blowing your _____
- Changing _____
- Leaving places at _____ risk of germs
- Pushing a _____ cart
- Touching a person with an _____
- Touching _____
- Using a _____ computer or phone
- Removing _____

Lesson 6: Personal Care and Safety

Topic 1: Providing Personal Care

Some individuals have more intense support needs and require assistance with completing their _____ of _____ (ADLs) such as bathing, dressing, and toileting.

It is important to consider both what is important for and important to a person when supporting them with their personal care needs. Additionally, personal care should be provided based on an _____ approach which considers the participant's _____ and _____ in self-care and personal hygiene. People should be supported to increase their _____, maintain current _____ levels, or to develop new _____.

The following are strengths and abilities that should be considered when providing personal care:

- The _____ (e.g., sitting or standing) the participant is most stable in or most comfortable with
- The positions in which the participant can use their arms and hands for _____ - _____
- The items the participant can _____ (e.g., a large toothbrush)
- The ways the participant _____ their needs and wants
- The participant's _____ (e.g., written, oral, visual, modeling, etc.)
- The participant's _____ and individual _____ in personal hygiene

Topic 2: Positioning

Certain positions are helpful in preventing conditions such as respiratory infections, complications due to osteoporosis, and choking and feeding problems. For participants with abnormal muscle tone, proper _____ is extremely important for good health and safety. Additionally, certain positions can also make it easier for the participant to engage in functional activities. For example, some participants can use their hands more easily from a side lying position rather than from a sitting position. Certain positions encourage and support _____ and social _____, which should be promoted.

Why is repositioning important?

Support the participant to use these positions and consider these precautions:

- Even when the participant is sitting or lying comfortably, they may adjust positions frequently because remaining in one position too long becomes _____.
- For those who have difficulty moving, remaining in one position too long can cause _____ breakdown leading to _____.
- A person may prefer a certain body position. This should be respected whenever possible.
- Some positions are more _____ and _____ appropriate and should be used accordingly.
- Before being left in any position, a person should always be given a _____ or _____ system for signaling when assistance is needed.

General Guidelines for Positioning

- Change a person's position at least once every _____ to _____ hours. To avoid _____, change positions more often if any areas of skin remain _____ for 20 minutes. These areas are likely to occur over _____ areas like the hips, knees, and elbows.
- When a new or different position is introduced, _____ time increments are necessary to ensure the person's comfort and the appropriateness of the position.
- It is generally a good idea to position the participant so that both arms are in the _____ position and both legs are in the _____ position. This makes the body _____. Be sure to ask the participant if this position is best for them.
- Select positions that allow the participant to engage in desirable activities such as watching TV, reading, or eating.
- Encourage positions that keep the head in the _____, instead of off to one side.
- Make sure the body rests on a good _____ of _____, rather than on one arm or leg.
- Align the body from the _____ out, beginning first with the trunk and hips, then head, shoulders, arms, legs, and feet.

Five Positions for a Participant

#1: Supine (Back Lying) Position

This position is good for sleeping and resting, but is generally avoided at other times. It is difficult to use one's hands and interact with others from this position. When used for a limited time, the back lying position may help maintain the trunk's alignment. The time spent in this position should be agreed on before leaving the person in this position, and a bell or call system should be provided if necessary.

Checklist for positioning the participant in the supine (back lying) position:

- Is the trunk _____?
- Is the _____ back supported?
- Is the head in the _____?
- Is there redness that lasts longer than _____ minutes?
- Are the knees _____?
- Are the knees slightly bent and supported?
- Are the shoulders and arms _____ and comfortably positioned?

#2: Prone (Stomach Lying) Position

The prone (stomach lying) position can maintain the trunk's alignment and help a person with hip or knee flexion contractures. Make sure the person's head can turn to one side to remain in this position comfortably. This position should not be used after a person eats, except in very specific instances.

Checklist for positioning the participant in the prone (stomach lying) position:

- Is the trunk _____?
- Is the _____ to one side?
- Is there _____ that lasts longer than 20 minutes?
- Are the _____ out from under the body?
- Are the _____ supported on the surface?
- Are the _____ separated?
- Are the _____ protected and not pointed into the surface?

#3: Prone on Forearms Position

The prone on forearms position can help improve flexibility at the shoulders, elbows, hips, knees and spine. This position can also help improve upper trunk and head control, shoulder stability and muscle strength. While a person is in this position, use an activity such as watching TV to help pass the time.

Checklist for positioning the participant in the prone on forearms position:

- Is the trunk _____?
- Is there redness that lasts longer than _____ minutes?
- Are the _____ on the mat?
- Are the _____ supported on the surface?
- Are the _____ separated?
- Are the _____ protected and not pointed into the surface?
- Are the _____ over the edge of the wedge, if a wedge is used?

#4: Side Lying Position

Side lying is a good position to allow the body to relax because this position often helps decrease muscle tension. Side lying makes it easy to freely move the head and arms. If there is a problem with a curved spine (e.g., scoliosis), side lying helps align the trunk and stretch shortened muscles. Abnormal reflexes are frequently not as strong in the side lying position and activities such as dressing, changing an ICP and bathing may be easier to perform in this position. This position can be different for every person. Please note that some may not find this position relaxing, so be sure to communicate with the participant.

Checklist for positioning the participant in the side lying position:

- Is the _____ supported and aligned with the trunk?
- Is the _____ leg straight?
- Is the _____ leg bent and supported so that it is in line with the trunk?
- Is there _____ that lasts longer than 20 minutes?

#5: Sitting Position

In the sitting position, the hips should be positioned so that weight is distributed and balanced equally on both buttocks. Proper positioning in sitting allows the participant to use their arms and hands freely. Restraints to keep the participant upright should only be used with a physician's order.

Checklist for positioning the participant in the sitting position:

- Is the trunk _____?
- Is the _____ aligned with the trunk?
- Is there _____ that lasts longer than 20 minutes?
- Are the _____ firmly back in the chair?
- Are the hip _____ level with each other OR with one another?
- Are the _____ positioned so that they are flat on the surface?

Equipment for Positioning

Various pieces of equipment can be used to help position the participant such as armrests, wheel locks, wheel and hand rims, casters, seat and back upholstery, and footplates. The participant may need certain pieces of equipment for support to comfortably remain in the positions described above.

Topic 3: Safe Lifting and Transferring

Guidelines and Tips for Safe Lifting

1. Stand _____ to what you are about to lift and make sure you have _____.
2. Keep your legs _____, with one foot forward when possible.
3. Bend your _____, keep your back _____ and avoid bending at the waist.
4. Tense your _____ and _____ muscles just before you lift.
5. Use your _____ muscles for the actual lift and straighten your legs slowly.
6. Always hold the person or object you are lifting _____ to your body.
7. “_____ up the _____” before attempting to lift or move a person or object – this means looking at the person or object and figuring out if and how you can safely lift the person or object.
8. Get _____ when needed.
9. Whenever possible, slide, roll, or push instead of lifting an object.
10. Know where you are going and clear a path to your destination before you lift something.
11. Use smooth, _____ movements and avoid jerky, sudden movements.

Guidelines for Safe Transferring

1. Prepare the _____ (e.g., unobstructed, dry floor) and any _____ (e.g., bed, wheelchair or toilet) before you transfer the participant.
2. Before you provide any _____ assistance, review with the participant what you will be doing and what the participant will be doing including: what is to be done, how it will be done, where they will be moving to, and how they can help.
3. Encourage the participant to _____ as much as possible while providing them with as much support as needed.
4. Give the greatest support at the _____ of the body (e.g., trunk, shoulders or hips), rather than at the legs and arms and use a firm touch with good contact.
5. Do not wear _____ or _____ that may scratch or pinch the participant.
6. Move _____ and _____.

Transferring Techniques

The three common transfer techniques include:

- 1.
- 2.
- 3.

Topic 4: Safe Transporting Using a Wheelchair

You may be responsible for transporting the participant in a _____.

Good _____ of a wheelchair is important for the safety and comfort of the participant. General knowledge of the parts of a wheelchair and how to efficiently use a wheelchair are equally important.

Guidelines to Assist the Participant Using a Wheelchair

- Make sure the participant is sitting as far _____ as possible in the chair and that the seat _____ is securely fastened around the participant's _____ bones.
- Make sure all positioning equipment is _____.
- Before you provide any physical assistance, review with the participant what you will be doing and what the participant will be doing.
- Push _____. Do not start _____ and do not stop _____. A _____ walking rate is the recommended speed when transporting the participant in a wheelchair.
- Always look to use _____ areas. Avoid _____ and _____ in the sidewalks and inclined surfaces at driveways. Sudden jolts and the sensation of tipping can startle and possibly cause the participant pain.

Troublesome Areas for Wheelchairs and Recommendations

#1: Up Curbs

Fortunately, most cities have installed _____ (i.e., curb ramps) at the corners of sidewalks. Look for them before you go over a curb.

If you must go up a curb, tell the person what you will do before you do it and follow these steps:

- _____ the wheelchair backwards so the front wheels are off the ground.
- Slowly push forward so the _____ wheels are on the curb.
- Push until the _____ wheels touch the curb.
- Push and lift the _____ wheels onto the curb.

#2: Down Curbs

Look for curb _____ before you go down over a curb.

If you must go down a curb because you cannot find a nearby curb ramp, tell the person what you will do before you do it and follow these steps:

- Turn the wheelchair so the _____ is to the curb.
- Slowly pull the chair toward you and lower the _____ wheels over the curb so that the chair tilts backwards.
- Pull and slowly lower the _____ wheels.

#3: Stairs and Steps

Look for an available _____ because you will need two strong people to carry a wheelchair up stairs or steps. Many buildings have ramps or lifts for wheelchairs, and some businesses and homes with a single step at the entrance provide a mobility ramp. You can also ask the building _____ staff for available equipment and assistance if needed.

#4: Slopes, Ramps, and Hills

The _____ with _____ Act (ADA) of 1990 defined and regulated “_____” as having a rise or drop of approximately _____ inches vertically for every _____ feet of horizontal movement to ensure a safe and gradual slope.

However, you will sometimes have to go up or down a steeper slope. Remember that a wheelchair with an adult can be very heavy and if you have any doubt that you can physically handle the slope, take a detour or ask for help.

#5: Uneven Ground

Go _____ and _____. Anticipate holes, sticks, rocks and other obstacles. Sometimes on grass or gravel, pulling the wheelchair backward is safer and easier than pushing it forward.

Topic 5: Specialized Equipment

You may be responsible for caring from someone that uses specialized equipment and supplies specific to the participant's support needs. Specialized equipment can help the participant with _____ or interact better with the person's _____ and _____. Each participant's support level may be unique but here is some general basic information regarding some specialized equipment you may see.

General Guidelines and Safety Tips for Lifts

Keep in mind, there are many different _____ of lifts. To be sure you are using the lift appropriately, read the manufacturer's instruction and manual to ensure proper operation for the participant's specific lift.

General guidelines to safely transfer a participant with a lift:

- Check your _____ and ensure that the path is clear and dry, with an even surface.
- Before doing any _____, explain to the participant what is going to happen before lifting.
- Check the maximum weight _____ of the lift and do not go above the limit.
- If transferring to a wheelchair, put on the _____ and remove the foot rests.
- Always keep the weight of the participant _____ over the base to keep lift stable.
- Keep the participant facing the person working the lift.
- Check that the equipment is in good working condition and does not have defects prior to lifting the participant.
- Do not push or pull the boom.
- Before making the transfer, check to ensure the wheelchair or bed has the brake locks _____.
- Do not use lift if the participant is restless, combative, or agitated.
- Never leave the participant _____ in the lift.

Walkers

A _____ is a special equipment that supports a person to ambulate (i.e. walk). A walker may be used when the participant is still able to walk but may need some additional support to maintain their _____ and _____.

Walkers come with _____ legs on the bottom. A walker may have no wheels. Other walkers may come with two wheels on the front two legs and rubber tips or glides in the back, or wheels on all four legs. Walkers with wheels on all four legs are used when the person does not have to lean on the walker. Some walkers may have a seat that can be used as a chair. On the top of the walker, there will be _____ with hand grips on the sides. When walking, the participant will walk in the _____ of the handles with their hands placed on the hand grips.

Before using the walker, adjust to the proper _____ for the participant. Move the hand grips until they are lined up with the participant's wrist. The elbows should be in a comfortable, slightly bent position when they hold the grips.

General Guidelines and Safety Tips for Walkers

Keep in mind, there are many different manufacturers of walkers. Listed below are some general guidelines to safely transfer the participant with a walker:

- Check the walker for any _____ before use. If there are defects, do not use a walker until it is fixed.
- Adjust the walker for the participant's _____.
- Check your surroundings to ensure the path is clear and dry with an even surface.
- Ensure an _____ position when using the walker, leaning too forward may cause the participant to lose balance or hurt their back.
- Ensure the walker is used in _____ of the person and walking forward. Do not use the walker backwards or with the walker behind the person.
- Encourage the participant to use a _____ that is comfortable for them and to take their time. Use _____ steps during use. Rushing and going too fast may cause the person to lose balance and fall.

Module 3: Fatal Five (Preventable Causes of Death)

Lesson 7: Fatal Five

The “_____” are the top five preventable causes of death for individuals with intellectual/developmental disabilities.



_____ : occurs when oral or stomach contents enter a person’s airway and are taken into the lungs instead of the stomach.



_____ : occurs when the body does not have enough fluid.



_____ : is the hardness of a bowel movement, difficulty passing stool, infrequency of passing a stool, or no bowel movement within 72 hours.



_____ : are sudden, excessive and disorderly electrical discharges in an apparently healthy brain.



_____ : is the backing up of stomach contents into the esophagus.

Topic 1: Aspiration



_____ : occurs when liquids, foods, or stomach contents enter the airway and go into the lungs instead of the stomach.

What is it?

Aspiration is a problem because a person could potentially _____ on the foreign materials that accidentally goes into the _____. Sometimes, aspiration could even cause an _____ of the lungs.

Aspiration can happen when:

- Something is inhaled into the _____ or _____
- Something is going down or is on the way up from the stomach (_____)
- A person is _____, taking _____, or brushing _____
- The person is _____, _____, _____, or during a _____.

Aspiration and Dysphagia



_____ : is when a person has difficulties and problems with swallowing.

Dysphagia is related to aspiration because if a person has a difficult time swallowing, this may increase the risk for aspiration.



The possible signs of dysphagia include:

- Inability to handle secretions (_____)
- Increased _____
- Decreased cough productivity
- Changes in _____ signs (temperature, respiration, pulse, blood pressure)
- Weak, gurgly, or moist _____ after eating
- Less interest or desire to eat (poor _____)
- Weight loss without trying
- Difficulty _____ certain foods, liquids, or medications
- Choking on food or _____ when eating
- Food going down the wrong _____
- History of respiratory infections or _____

Risk Factors for Dysphagia and Aspiration

- Muscle _____
- _____
- Scoliosis
- _____
- Severe _____
- Genetic conditions
- Lung Disease
- _____ Disease
- _____ side effects
- Altered _____ status (anticonvulsants, benzodiazepines, analgesics, psychotropics)
- Lack of ability to communicate
- Poor oral _____ care and _____
- Improper _____ during and after meal

Additional Risk Factors for Aspiration

- Being less _____ due to medicines, illness, or other reasons
- _____
- Drinking large amounts of _____
- Receiving _____ to put you into a deep sleep for surgery (general anesthesia)
- _____ age
- Poor _____ reflex in people who are not alert after a stroke or brain injury

Screening Tool for Aspiration

If the participant may be at risk for aspiration, use the screening tool. If the answer to any of the questions is “YES” or you recognize the signs and risk factors of aspiration, contact a healthcare provider for further evaluation.

- Yes / No *Does the individual ever choke or cough when eating solid foods or swallowing liquids?*
- Yes / No *Does the individual enjoy eating less than they used to?*
- Yes / No *Has the individual lost weight?*
- Yes / No *Does the individual drool or have difficulty managing secretions?*
- Yes / No *Does the individual have difficulty swallowing certain foods?*
- Yes / No *Does the individual ever act like they have food stuck in their throat?*
- Yes / No *Does the individual ever complain about food going down the wrong pipe?*
- Yes / No *Does the individual's voice sound weak, wet, or “gurgly” after they eat?*
- Yes / No *Does the individual have a history of repeated respiratory illness or pneumonia?*
- Yes / No *Does the individual ever have trouble swallowing medications?*

What to Do

If you feel that the participant is at risk for aspiration, but there are no protocols currently in place, inform and discuss with the healthcare provider what the appropriate care may be for the participant. If there are doctor's orders and protocols in place, follow the orders and protocols accordingly.

- If any risk factors or signs of aspiration or dysphagia are observed, refer the participant for _____ from a healthcare provider
- Follow food _____ (e.g. pureed, soft) as ordered by healthcare provider
- Maintain an _____ position when eating meals
- Avoid laying down for at least _____ hours after meals
- If a participant needs supports to eat meals: (1) Be sure that the participant is wide _____ when eating, avoid eating when _____; (2) Feed _____ and allow enough time for the participant to eat safely

The caregiver must also notify the _____ to ensure that the ISP is updated and supports are in place to address the risk of aspiration.

Active Aspiration

If you notice that the person is actively aspirating and choking:

- Ensure that the participant stops _____ or _____, and/or stop the _____ feeding,
- Keep the participant _____ and encourage coughing, and
- Notify the healthcare _____.

Call 911 if the person:

- Is _____ and not breathing or has difficulty breathing
- Appears gravely _____ and their immediate health is at risk

Topic 2: Dehydration



_____ : occurs when the body does not have enough fluids. This can occur when the fluids going out of the body is more than the fluids going in.

Fluids Going In (_____)	Fluids Going Out (_____)

When can dehydration happen?

Dehydration can occur in a matter of _____ or _____ depending on the circumstances.

What are the impacts?

Dehydration can adversely affect an individual and can potentially cause _____, _____, bowel obstruction, medication _____, _____ and in extreme cases, _____ and _____. Also check with the doctor before giving additional fluids if the individual has heart or kidney disease.

Symptoms of Dehydration

Be aware of the symptoms of dehydration. Symptoms of dehydration include:

- Extreme _____, _____, or lethargy
- Dry sticky _____
- Lightheaded, tiredness, or _____
- Decreased _____ with a dark color and concentrated smell
- No urination for one or more _____ hour periods per day
- Change in the level of _____, _____, functioning, personality, or _____
- Dry skin, poor skin elasticity, dry cracked _____, dry tongue with cracking
- Heart rate _____ than normal without exertion
- Blood pressure _____ than normal
- Problems with _____ obstruction

What to Do

If a participant is dehydrated, lost fluids and electrolytes need to be replaced with water or a liquid with electrolytes such as a sports drink. If a participant is severely dehydrated, the individual may require emergency medical attention.

Risk Factors

The following are some of the risk factors of dehydration:

- People that rely on or need supports to _____ or drink _____ temperatures that causes excessive _____
- Someone that has diarrhea, vomiting, or a high fever
- Older adults and young children
- Exposure to really hot _____
- People that may have fluid _____
- People with chronic disease or illness

Prevention

Drinking fluids every day helps to _____ dehydration. For people that are in good health, drinking fluids with each meal and when thirsty is enough to keep a person hydrated. Generally speaking, a goal of drinking _____ liters for women (ages 19 and older) and _____ liters for men (ages 19 and older) of water daily is adequate.

Provide extra fluids if _____ or _____ has occurred, _____ is present, the weather is _____ and, the person is _____.

_____ is a great choice for fluids because it has _____ calories and no sugar. Other types of drinks can count towards fluid intake as well, such as juices, lemonades, and sports drinks. Be sure to read the food labels of drinks and choose drinks that are low in _____ and _____. Drinks are not the only way to incorporate fluids. There are some foods that have a high water content. Some examples of those foods include lettuce, watermelon, broccoli, grapefruit, carrots, and apples.

For participants that may have difficulties communicating when they are thirsty, or for those that require physical support to drink or eat, be especially mindful of the fluid intake. Remember to offer fluids with each meal and throughout the day. Be on the lookout for signs of dehydration because it may be a sign that the person is not receiving enough fluids.

Topic 3: Seizures



_____ : a sudden, excessive and disorderly electrical discharge in an apparently healthy brain. It may be caused by conditions such as medications, electrolyte imbalance or fever.



_____ : a condition with sudden, recurrent, unprovoked seizures that occur in the brain that has an injury. It is also known as a seizure disorder.

When seizure activity does not stop:

When seizure activity does not stop, it can lead to the following life threatening outcomes:

- Lack of _____
- Falls resulting in _____ or _____ damage
- _____
- _____ which may also result in pneumonia
- High _____
- _____ arrest

Even if the individual survives, there may be significant injury. Brain or lung damage is possible.



What to Do

If you see someone having a seizure, remain calm and do the following:

- Roll the person on the side to prevent _____
- _____ the person's head and remove any dangerous objects the person might hit
- Loosen any tight clothing around the neck
- Keep the _____ clear
- Do not restrict the person from _____, unless they are in danger
- Do not put anything into the person's _____ and remember that a person cannot swallow their own tongue during a seizure
- Note how long the seizure lasts and how it progresses so you can tell others if needed
- _____ with the person until the seizure ends

Call 911 if:

- A seizure lasts for more than _____ minutes, unless the seizure protocol states otherwise
- _____ or more seizures occur without full recovery of consciousness between seizures
- Breathing does not resume after a seizure - proceed with _____ breathing
- It is the _____ seizure for an individual
- The person may have taken _____ into the lungs

Remember: You need to be familiar with and know the _____
_____ in the participant's seizure _____.

Topic 4: Bowel Obstruction



_____ : includes the hardness of a bowel movement, difficulty passing stool or infrequency of passing a stool or no bowel movement within 72 hours.

Every person has their own normal bowel movement _____. What is _____ for you might not be typical for the participant.

Symptoms and Risk Factors

A person may be at _____ if they have had trouble with moving the bowels, complained of _____ during a bowel movement, or had a bowel movement that was _____ and _____.

An individual is considered to have a bowel obstruction problem when the person:

- Spends a lot of _____ to produce a bowel movement with a lot of pushing and is either not producing or is only producing small hard _____.
- Routinely takes bowel _____.
- Requires a _____ or enema for bowel obstruction.

You need to have an understanding of the participant's normal _____, _____, _____, and toilet _____ and observe variations from what is normal for the participant. If the participant has mobility issues (e.g., uses a wheelchair or remains in bed) they may be at risk for bowel obstruction.



What to Do

It is always better to be cautious. Bowel obstruction can progress into an emergency situation and can be life threatening.

You need to be watchful if:

- A routine bowel medication is _____.
- A _____ medication is started, especially those with bowel obstruction as a common side effect.
- Pain medications are started, such as after surgery, even if the person has no _____ of bowel obstruction.
- New medications for bowel obstruction are _____ (and can cause loose stools).

_____ alone does not mean that a support intervention or additional protocol addressing bowel obstruction is not needed. Fiber given to a patient that is already significantly constipated often does not relieve the bowel obstruction.

When to call 911:

Call 911 if or when the participant:

- Is _____ material that smells like bowel movement
- Has a very hard, protruding _____
- Has severe abdominal _____
- Exhibits decreased _____ or loss of _____

Topic 5: GERD



_____ : is a chronic condition that occurs when stomach contents flow back up into the esophagus. GERD can sometimes cause a burning feeling in the chest and heartburn.

Signs and Symptoms:

- _____, burning in chest, chest pain
- Refusing _____
- Pain and difficulty _____
- Decay in _____
- Severe bad _____ in the morning
- _____ one to three hours after meals
- Chronic coughing
- _____, asthma, hoarse voice
- Self-injurious behavior, screaming and/or aggression

Risk Factors

- Being _____ and obese
- A diet high in _____
- People taking certain kinds of _____ such as calcium channel blockers, antihistamines, or antidepressants
- Cerebral palsy
- _____ of the spine

What to Do

Observe the participant for signs and symptoms of GERD. If not treated, GERD can potentially cause severe health problems. If someone has heartburn for two weeks or more, a healthcare provider should be consulted.

Prevention

- Position when upright, at least _____ to _____ degrees, during meals
- Remain upright at least _____ to _____ hours after eating
- Elevate head of bed
- Keep a _____
- Avoid _____, _____, _____ foods, and _____
- Eat slow and avoid _____
- Ensure that medication is taken as _____

Module 4: Documentation and Record Keeping

Lesson 8: Required Documentation

Caregivers are responsible for maintaining updated _____ regarding the participant's _____. Maintaining accurate and current documentation is key because it ensures that important information regarding a person's health is communicated to the participant's _____ of _____.

Caregivers are responsible for updating and maintaining the following information:

- _____ and _____ of the participant
- Name of primary care _____, including the physician's address and telephone number
- Emergency contact information for the participant
- Adult Foster Home _____ and _____ dates
- _____ and _____ Chart at least monthly or more frequently if the healthcare provider advises
- Monthly _____ Drill Report
- Documentation of administration of medications of the _____

Caregivers are responsible for keeping copies of any medical records. Updated copies of documents from medical appointments help to ensure that important information regarding the participant's health status, medications, and treatments is communicated in a timely manner. This includes: (1) Physician signed orders for all medications and treatments, including supplements and diet; and (2) Medical _____.

In addition to keeping records listed above, the caregiver will be responsible to write about observations in the _____. It is required to update the notes with observations of the participant at least _____ a month but more often as appropriate.

Written observations to be included are:

- Participant's _____ to medication and treatments
- Use of any restraints or _____ intervention
- Participant's diet and plan of care
- Any changes in the participant's _____
- Indications of _____ or _____

Components of Good Documentation

Your written observations are crucial because it provides important information regarding the participant's health information.



_____ : provides relevant information about the participant and the occurrences of the day. It tells the story of what happened. The information included in this section can be either subjective and/or objective information.

_____ information refers to a participant's personal experience.

This could include any:

-
-
-

In short, subjective data is what the participant or someone in the circle of support _____ with you. If you are writing verbatim a person's response, put quotes on the exact verbiage (e.g. "I'm tired").

Examples:

- Damon told me that he feels great and happy today.
- Jane said, "I'm feeling tired."
- Bob told me, "My head hurts."
- Susan stated she was shivering and felt cold.

_____ information is your observation of the participant. These are the factual observations that you make. Objective data is what you (as the caregiver) observe, such as what you are able to _____, _____, and _____.

Objective data also includes the results of laboratory results (e.g. complete blood count test) or measurable observations (e.g. body temperature).

Examples:

- Kai's temperature was 99.1°F at 8am and his skin felt warm to touch.
- The doctor said Molly's A1c level was normal at 5%.
- Steve broke out with a red rash on his left cheek at about 4:30pm.



_____ : describing what you think is going on in the situation.

This is not referring to a medical assessment completed by a healthcare professional. A medical assessment with a diagnosis completed by a doctor, nurse, or any other licensed healthcare professional, is a task that cannot be delegated to another unlicensed person. Your assessment should be related to your observed subjective and objective data in that particular entry.

Example:

Damon said he felt happy and energetic this morning (_____ data).

He had his annual physical examination with his primary care doctor, Dr. O today. At the appointment, Dr. O stated all his vital signs and blood test results were normal (_____ data).

Damon was in good spirits today and the appointment went well, with no complications (_____).



_____ : what your plan of action or response is based on your data and assessment.

The plan should relate to the data and assessment for that particular entry. Your plan should include the relevant steps you have completed and include any required follow-up actions. If there were any ordered changes to a participant's treatment or medications, be sure to follow the order and document this in the plan accordingly.

Example

Damon said he felt happy and energetic this morning (_____ data).

He had his annual physical examination with his primary care doctor, Dr. O today. At the appointment, Dr. O stated all his vital signs and blood test results were normal (_____ data).

Damon was in good spirits today and his normal happy-go-lucky guy. The appointment went well with no concerns expressed by the doctor (_____).

Dr. O stated there are no changes to his current Metformin medication and to call him if Damon starts to experience any side effects, such as nausea, diarrhea, or weakness. I went to Longs to pick up the Metformin refill after the appointment. The hardcopy of the renewed medication order and laboratory results were filed in the chart. I will continue to observe for any of the mentioned side effects to the medications and call Dr. O if needed (_____).

Tying it All Together

A well written observation is _____ and _____. If anyone reads your entry, they will have a clear understanding of what occurred for the day and if there is any follow-up needed. The DAP note should be cohesive in that the data, assessment, and plan portions of your DAP note will _____ to each other. It does not have to be long but it should be informative and make sense.

Additional tips for your written observation include:

- Writing with a _____ pen that is not erasable
- Ensure your _____ is clear and legible
- Use clear and concise _____
- If a mistake is made, do not white it out. Instead, _____ out the documentation mistake, write "error," and initial.

Lesson 9: Nurse delegation: What is it?

Some participants may need supports that require completing _____ tasks.

Examples of nursing tasks:

-
-
-
-

When a participant's support includes a nursing task, a nurse delegation _____ is needed before the caregiver performs the nursing task.

Nurse delegation occurs when a _____ nurse (RN) _____ a caregiver without a nursing license to complete a nursing task. There should be a _____ plan for each nursing task. Additionally, a nurse delegation plan is specific to each _____ caregiver.

If a participant requires medication administration and a G-tube feeding, there should be a nurse delegation plan for _____ of the nursing tasks and for _____ individual caregiver. For example, both the primary and the substitute caregiver will have two nurse delegation plans for each of them. One will be for _____ and the other for the _____.

Caregiver #1:

- Nurse Delegation Plan needed for medication administration
- Nurse Delegation Plan needed for G-tube feeding

Caregiver #2:

- Nurse Delegation Plan needed for medication administration
- Nurse Delegation Plan needed for G-tube feeding

During the nurse delegation process, the RN will educate and train the caregiver how to safely complete the nursing task.

The nurse delegation plan will include:

- Identifying the nursing task to be delegated
- Listing the _____ needed
- Description of each _____ to complete the task
- Review of the expected _____ of the task
- Review of the possible _____ _____ to the task
- Specify a clear _____ plan that includes: (1) who to call with the number and backup numbers, and (2) when to initiate Emergency Medical Service (EMS), call 911.
- _____ the task and observations noted

Each nursing task needs a delegation plan which will be signed both by the delegating RN and the caregiver completing the task. The signed plan should be kept in the caregiver's chart.

The RN will be able to rescind _____ to complete the nursing task at any time, if the RN determines that the caregiver is no longer available to or unable to complete the nursing task as trained. Therefore, it is important for the participant's health and safety that the caregiver take due diligence to complete the task as they were trained.

Module 5: Summary

Lesson 10: Summary

In this course, we discussed what it takes to support a participant to stay healthy and safe. You learned what good health looks like (e.g. normal vital signs) but also that your everyday supports for a person's daily hygiene activities plays a vital role in keeping the participant healthy. There are common causes of preventable deaths for people living with IDD and how to look out for those Fatal Five causes. Finally, proper documentation helps to ensure that we can maintain an updated record of a person's medical history and treatment. As we learned in previous courses, it is not just about looking at the "important for" components of health. We also need to consider things that are important to the person such as their daily routines and rituals.



Main Takeaway: The balance of important for and the important to activities helps to support a participant to be both happy and safe.